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JOURNALISTS: BORN OR MADE?

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A PAPER

READ BEFORE THE

ALUMNI ASSOCIATION

OF THE

WHARTON SCHOOL,

UNIVERSITY OF PENNSYLVANIA,

AT ITS

FIRST ANNUAL RE=UNION,

HELD AT THE

COLONNADE HOTEL, PHILADELPHIA,

MARCH 27TH, 1888,

BY

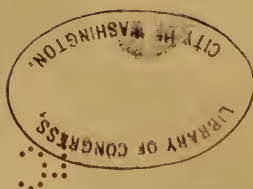
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Of the Editorial Staff of the *Philadelphia Times*.

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JOURNALISTS: BORN OR MADE.

It is one of the conditions of every trade that it discloses to its followers, more than to others, its limitations and its disadvantages. Early newspaper makers encountered difficulties surmountable only by great ambitions, wonderful endurance, and strong mental powers.

The multitude fell; the few conquered; and as that few beheld the newspaper wrecks about them, they were perhaps excusable for concluding, with that modesty characteristic of all journalists, that every maternal increase in the press-staff of the world required some especial attention from the Almighty. Not only did they so conclude, but they possessed exceptional facilities for telling the world and us of their conclusions. They had but to mark the copy "must," and the next morning the butcher, the baker, the candlestick maker, who have no way to advertise the coyness of the ebb in their affairs, were forced to read it. From ancestral deference I am willing to admit that the journalists of the past were born; but in the following paper I shall assert the belief of not a few who ought to know that they can be made.

Journalism is a trade. It ought to be a profession. It is a modern growth, without accepted definitions or reliable statistics. What is news? The books do not tell us. What is its annual value? Nobody knows. Even as a trade, journalism has no recognized standard, no apprenticeship, no prescribed preparation. Those who follow it, got into it, they hardly know how. Most of them began as chroniclers of local events. They found their initiatory work accepted by editors, not because it was all that it should be, but because it was the best obtainable. Little by little they learned to know news when they saw it, and to relate it in a shape at least good enough to sell. They met many ups and downs—mostly downs, but at last they found themselves journalists, at salaries ranging from \$500 to \$5,000 a year, with a strong tendency to stay near the

lower figure. All are tradesmen and fully three-fourths are no more than apt craftsmen. They are not broad. They are simply able to seize upon what will sell. To them the great subjects of political economy, ancient and modern history, finance, law, civil government, literature, taxation, comparative politics, and the innumerable array of topics upon which the newspapers are expected to intelligently speak, are sealed books.

I recently asked twenty-two of the best news-gatherers of my acquaintance to define the article in which they deal. More than half of them replied that while they knew news when they saw it, they could not intelligently define it. The balance gave varying definitions, no two of which were alike, and not one of which covered the whole subject. I then submitted a formula to about fifty leading journalists, and out of the discussion and suggestions which followed grew the following answer to the heretofore unanswered query: "What is news?"

News is any unpublished event of present interest; and, it may be added, the "nose for news," of which one hears so much, is a curious combination of mental alertness, curiosity, and unbounded energy.

Further, but far more extensive, inquiries were necessary to obtain the approximate annual value of all the news published in the United States. In its raw condition, news may be said to cost nothing. Its value consists in the expense of collection, transportation and editing. The chief cost is for local news. That forms more than three-fourths of the annual total, or \$15,600,000. News, other than local, costs as follows: The interchange of routine-events \$1,820,000, which is the total annual incomes of the Associated and United Press Associations and the foreign news; \$2,880,000 for special telegrams, which sum covers the pay of the correspondent and the telegraph tolls; and \$345,000 for bureaus maintained in the large news centres; or a total annual value of \$20,655,000.

The annual value of the products of American journalism is \$100,000,000. We have four times as many newspapers to the thousand population as Great Britain; and the German newspaper having the largest circulation is published, not in Germany, but in America. There is a periodical of some sort

issued in this country every day for every man, woman and child in the United States. The aggregate annual circulation of all our periodical publications is about three and one-half billion copies, and the ink to print them costs \$300,000 a year.

The ability to make 50,000 type impressions per hour, added to the fact that wood can be manufactured into a good quality of paper, made cheap newspapers possible ; and cheap newspapers brought large circulations. There are six times as many regular readers of daily newspapers in this city as there were ten years ago. With large circulations comes increased influence, until it is now true that in the public economy there is no one factor that forms a contact at more vital points than the newspaper. It is a great educator. It is pedagogue to more people every day than are all the college professors in a year. It is a great moral teacher. It preaches seven times as often as the clergy, and to congregations of millions instead of hundreds. It is a great preserver of the public peace and conservator of good government. There is no other power so feared by crooks and congressmen.

✓ Journalism does not need to be told of its short comings. It does not require the information that it is often sensational. It cannot be surprised with the statement that it is many times inaccurate ; that its assertions are, as a rule, hurriedly and crudely made ; or that its grammar sometimes causes the upper literary ten thousand to weep. There appear in our newspapers every day hundreds of errors over which publishers, editors and reporters groan, but which the public never notices or dreams of. Yet editors are daily in receipt of complaints. These come from all sorts of people. Some writhe under fact ; others storm over fiction. Some write to forbid the use of their names in print ; while scores of others write to the editor for no other reason under heaven than to get their names into print. Doctors and lawyers fume over unprofessional mentions ; actors and clergymen send us puffs by the dozen that refer to themselves as beautiful and popular, and learned and eloquent. Not long since an editor of my acquaintance received a complaining letter from the mayor of a certain Pennsylvania city. Beneath the signature the man himself had spelled his official title "mare." The writer was a college graduate, not, I am glad

to say, of the University of Pennsylvania. Editors entertain more cranks than angels unawares.

It was once the fortune of a journalist of this city to dine occasionally with a clergyman, a college professor, two school teachers, and a half dozen ordinary people. The food was good, the arguments were better. The party divided on most questions, but upon the utter degradation of the newspaper press in general and of Philadelphia in particular, it was a unit—save only the journalist. The chief abhorrence of the majority was sensationalism, and it was in vain that the newspaper maker argued that the demand for that article was quite up to the supply. The charge, particularly against Philadelphia, was scouted as ridiculous. One evening, when the journalist took his seat, there was a religious discussion on, but half way through the meal it ended, and he remarked quietly that O'Donovan Rossa had been shot.

“Who shot him?”

“Where is?”

“Is he dead?” came from as many directions around the table. If there is anyone in whom educated persons and public purists have little cause to take interest, it is O'Donovan Rossa. Without a word the journalist eyed each questioner in turn. The argument told. There was never afterward any condemnation of the press at that table.

There is another class who say that the newspaper of to-day faithfully portrays the hourly history of the world; that while the editors edit the newspapers, the public edits the editors; and that if the world does not like the reflection it itself produces in the mirror, it is at perfect liberty to alter the original.

With due respect, I firmly take issue with both these classes. It is a daily endeavor with all representative journalists to elevate the tone of their publications. Their present standard, whatever it may be thought to be, is above the mean of the public taste.

Years ago the embryo doctor was assured that there was no place to acquire a medical education but in the office of a medical practitioner. There were many objections to such a

place and plan for such instruction, but when these were sought to be overcome by collegiate training in medicine, a general cry arose from the medical profession that doctors could not be made in schools. By and by, however, this professional prejudice was battered down, and now the medical profession itself insists, through expressions in the organic law, that all practitioners shall be graduates of some recognized medical college.

A little later there began to be talk about law schools. The legal profession said there was no place except in a law office to acquire a legal education. To-day law schools are the rule—not so well established as the medical schools, it is true, because the hammering at the professional prejudice has not gone on so long, but the law colleges flourish and most of the leading universities have recognized departments for legal study.

Still later, it was declared that no one could become a civil engineer who did not begin by carrying a chain. To-day, schools of technology graduate, not chief engineers, to be sure, but engineers who become successful in securing financial rewards and often become leading authorities in their profession.

At the present time there is making an effort to give instruction in journalism in the colleges, and, following the tradition of the old physician, the old lawyer and the old engineer, the older class of journalists, with wonderful unanimity, come forward to say that the only place to learn anything about the making of a newspaper is in the newspaper office itself. Indeed, they do not stop by saying that the colleges cannot give instruction that will be advantageous to future journalists, but they go so far as to attack the college men themselves and to taunt them with impracticability. They point out that college graduates who enter newspaper offices are generally distanced by the upstarts who can do little more than spell. Nay, they even assume to place tradesmen on the line with the Vergils, the Chaucers, and the Longfellows of the world, and say that newsgathers, like poets, are special dispensations of heaven.

During the current year, I propounded the following queries to a large number of the working journalists of the country.

Granting ability and aptitude, can oral and written instruction accomplish as much for the future journalist, as for the future lawyer, doctor or divine?

If the learner knows ideas when he sees them, can he as well be taught the selection of those that will combine in the making of a good newspaper or magazine, as those that will argue well to a jury, act well on the sick, or preach well to a congregation?

Here are the replies :

Joseph Pulitzer, of the *New York World*: "I see no reason why a chair of journalism, filled by a man of real talent and character, could not be made beneficial. Of course the highest order of talent or capacity could no more be taught by a professor of journalism, than could the military genius of a Hannibal, Cæsar, or Bonaparte, be taught in military academies. Still, military academies are of value, and so could a chair of journalism be made beneficial, if filled by a man of brains and experience. I have thought seriously upon this subject, and think well of the idea, though I know it is the habit of newspaper men to ridicule it. The value of the idea would depend upon its execution."

It was the opinion of the elder Bennett that journalists were made. He was fond of hunting up men who had served in small places. He believed that talent, no matter how bright, needed training—a process that he delighted to perform for himself. He insisted upon having men who had served on the local staff of either his own or some other journal.

✓ Charles A. Dana, of the *New York Sun*: "The scheme of teaching journalism by a college professor who is to give especial attention to English composition and to be helped out by courses of lectures given by professional journalists, seems to me just as much mistaken as would be the attempt to teach medicine in the same manner. Every young man who studies in a college should receive the most competent and most careful instruction in English composition; for without this any education will remain very imperfect. In addition, he ought to have the most complete general training that the college can give, and when that is finished, let him go into an office to learn the practice of the newspaper art. — Just as no man can

become a practicing physician or lawyer without studying the details of the practice in a physician's or lawyer's office, and in hospitals and courts, so no man can really acquire the theory and skill of journalism except in a newspaper office. Of course the preparatory education of one who means to devote his life to newspaper making, must differ somewhat from that of one who means to devote his life to any other intellectual pursuit ; yet in the main the foundation should be the same. Languages, law, morals, philosophy, logic, theology, history, mathematics, chemistry, astronomy are all necessary ; but they are only the foundation. After that is properly laid the teaching of a special professor of journalism or of the prefunctory lectures of experts, would be worthless compared with the efficient drill of reporting, exchange reading, and writing under a competent editor and managing editor."

Charles Emory Smith, of the *Philadelphia Press*: "To the question whether oral instruction can accomplish as much for the embryo journalist as for the embryo lawyer or doctor, I answer yes. It is relatively more important, for while in law and in medicine there may be a substitute for this form of instruction, there is none in journalism. The principles of law are clearly defined, well established and laid down in the books where the student may find them. The principles and rules of journalism are nowhere presented in any such precise way and are not accessible in the same form. Though less definitely determined they are susceptible of clear statement and illustration. There are no practical text-books, though there are special studies which may be recommended and pursued by way of preparation. In fact, the rules of journalism are what the best trained and most skillful masters of the art make, and they can best be imparted by those who constitute the authorities. Practical experience is the indispensable teacher in journalism as in law, but the whole range of direction and suggestion which will serve to guide the beginner and introduce him to journalism as a profession rather than a daily task, must come from oral instruction."

George William Curtis, of *Harper's Weekly*: "I should think that oral instruction from a journalist of tact, ability and

experience would be quite as serviceable to the tyro in journalism as the lectures of the professor of law or medicine to the young student."

E. L. Godkin, of *The Nation*: "Every professor in every college is actively engaged in preparing all the students in his charge to be journalists. The latter, for instance, ought to have a forcible and clear style, but all the help he can get from any professor he gets at college from the Professor of Rhetoric and English Literature. He ought to be a strong and lucid reasoner, but all that instruction can do to make him such is done by the Professor of Logic. He ought to know all the history and political economy, biography and mental philosophy, science and art literature, which anybody knows who is not a specialist. But it is the business of colleges to teach these through a dozen chairs. Like all other callings it has its peculiar and technical part; but this is really a small and purely mechanical part, and has to be learned in a newspaper office, just as practice has to be learned in a law office. By far the greater part of the skill of the news editor and reporter, as well as the editorial writer, is moral and intellectual; and the part that is not, cannot be communicated by lecturing. It has to be learned by doing. Nobody can show a man how to be a good collector of news. Capacity in this direction is mainly constitutional. It is a mixture of energy, curiosity, industry, working under the guidance of experience—for it is experience, after all, which tells a man what is new and what is not, and what the relative and absolute importance of any particular piece of news is. The resemblance of chairs in journalism to panaceas in medicine is very striking, for both undertake the impossible at very low rates."

Henry Watterson, of the *Louisville Courier-Journal*: "A school of special instruction in newspaper work is feasible and desirable, and, if properly organized and conducted, would be advantageous. There is not a newspaper manager in the country who would not be glad to recruit his army of news-gatherers from a school in which the rudimentary principles of newspaper requirement and responsibility are well taught. Such a school would no more make a journalist than West Point makes a soldier. But it would lay the needful foundations. The chief

end to be aimed at by a college department of journalism should be, first, simple training in the preparation of copy for publication, embracing the art of condensation, and, second, moral training in the obligations of decency and truthfulness, which the individual assumes when he becomes a public writer, or reporter for the press. I am inclined to think that a time has come when the organization of a faculty for a school of journalism is possible, and I may add that in my opinion there is no better site for such a department of a University than the city of Philadelphia, which is in close contiguity to so many of the great cities, yet apart from them, and where practical journalism has made uncommon advances during the last ten or twelve years."

Col. Charles H. Taylor, of the *Boston Globe*: "A man may be a good doctor, a good lawyer or a good preacher, and still be a narrow man—a man of strong prejudice—but to be a successful journalist one must be broad, many-sided, human. A college course that will foster human sympathies, that will keep young men out of ruts of thought and teach them, or lead them to collect, a vast amount of general information, will turn out good material from which to make journalists. I think many of our colleges are doing this; that the tendency in most of them is in the right direction. I do not believe that practical journalism can be taught to-day in our colleges to any advantage."

Col. A. K. McClure, of the *Philadelphia Times*: "Journalists are the greatest of our teachers, and there is every reason why special education should specially fit them for such teaching, as men are taught for all other channels of teaching."

William Penn Nixon, of the *Chicago Inter-Ocean*: "In my judgment there is no reason in the world why a young journalist should not be as much improved by proper training as the embryo lawyer or doctor, but his teachers should be men who understand the practical worth of everything they attempt to teach. In other words, the instructor ought to be a journalist himself, and he ought to send his pupils right out to do practical work under his eye. Follow such a plan and the experiment will, in my opinion, prove successful."

George Jones, of the *New York Times*: "There is no reason why a college man should not make a good journalist, if he is content to begin at the bottom and learn those details of the business which can be secured nowhere except in a newspaper office, and which are essential to subsequent success."

Murat Halstead, of the Cincinnati *Commercial Gazette*: "The college is one of the schools of journalism—only one. A good education is desirable in an editor—indeed, it must be had in some form. There are as many ways of editing as preaching, practicing law or farming; indeed, there is nothing in human affairs untouched. Those of an imperfect education in the languages, literature, and the law, are perpetually embarrassed by these limitations as editors, and also as professional men of any sort. The bottom of the newspaper business is native sense—the knowing of a few things promptly—and endless hard work."

If variety of opinion be sought, it is certain to be found in this expert testimony. But if we take the mean of all the opinions, we will discover that the answer is emphatically in the affirmative, and that already the leading journalists admit that the educational foundation for the trade can be laid in college, if only it be correctly undertaken, and judiciously carried out. In the latter is involved the all-important problem.

An attempt is to be made at Cornell University during the coming year, to give elementary instruction in journalism. There has been no chair in journalism established there, as has been reported, and the instruction will be given by the department of rhetoric only to seniors, and to such juniors as are engaged in editorial labor upon the college publications. Instruction in prose composition will be the same as has heretofore been given to all students, but a practical journalist will illustrate in a series of lectures consuming two hours per week throughout the college year, the routine of the metropolitan and provincial newspaper offices, the financial problems involved, and the fact, too often lost sight of, that journalism has no rewards for half-hearted application or mediocre ability, but that it requires for success the life purpose of the best brains of the community. Only the most elementary work will be under-

taken this year. Future plans will depend upon the results obtained.

I do not believe it advisable to attempt in college the making of a newspaper. This task consumes time that can be better spent, while it publishes all short-comings to the little, but very critical, world interested in it. Most of the composition required of college students is constructive; while that required of journalists may almost be said to be destructive. The one elaborates; the other boils down. The one writes out a prescribed number of pages on a given subject; the other sees how many statements he can make in a given space. In this day of telegraphs and fast mails, the problem with editors is not what to fill with, but how to find room for the mass of good matter that is offered; while to arrest the tons of driftwood, the editor must resolve himself into a portcullis, whose bolts are steeled sensibilities and whose bars are blue lead-pencils.

I am aware that what does appear in the newspapers is criticised; and equally aware that it deserves all the criticism that it receives. But a newspaper style of composition is yet in its formative state. It is no use to denounce it, as many do, from the literary standard. It does not, and could not, aim to be literature. It aims to tell the news in the fewest possible words, and that few, those that will enable the reader to possess the information and forget the language—like the perfectly clear glass that reveals the object but is not itself seen.

College instruction in journalism should not differ greatly from the instruction given in the regular college course. The instructor should direct his pupils in what other part of the university they can find instruction best suited to their future needs. This instruction, which would of course include the lectures on political economy, constitutional and administrative law, comparative politics, taxation, money, ancient history, and the political, industrial and social history of the United States, should be taken from the regular professors in those subjects. In addition to these the instructor in journalism should give a course of lectures upon the following subjects:

What news is.

The value of news.

The collection and disposition of news.

These three heads will be found to cover the entire process of newspaper making. For supplementary work, instruction should be given in prose composition. This should involve the telling of incidents of all sorts in the fewest possible words, the definition of all words, especially of adjectives, and the construction of grammatical and rythmical sentences in the mind before consigning them to paper. It should likewise involve the intelligent use of the right arm of journalism—the blue pencil.

An invaluable adjunct to the work of the college tutor in journalism would be occasional lectures by leading journalists. There could be six or eight of these each year, by different men, so that during his three or four years at college the student would have heard, and probably met, most of the great journalists of the country. The presence of a successful man always inspires to renewed effort. If he did nothing more than tell the story of his own life, it would be valuable. His visit could be made a social event, and thus the benefit would be mutual, for the men who direct the policy of our large journals are too often office men and book worms; and unless they read it in their own newspaper, the work of some enterprising reporter, are too apt to be ignorant of the work doing by the great educational institutions.

At present there is no place in this country where the slightest attention is given to journalism, as a distinct study, save in the newspaper offices, where careful preparatory work is manifestly impossible. Only the practical side of the trade is acquired there. It is a hand to mouth instruction. There is no time for the broadening of the educational foundations, and yet it is only by such broadening process that any, save the geniuses in mind and body, can hope to win success.

There are in our newspaper offices hundreds of men just entering middle life. They have had years of special training of the most laborious character. They are ambitious to reap greater rewards in return for their peculiar acquirements. Four out of five of them are unable to do so. Why? Because the technical training they have secured at the desks, at the advice of the old school journalists, has made them simply

admirable machines—routine chroniclers of other men's thoughts and acts. Their duties bring brawn rather than brain into service—and the pay is rated accordingly. They are the practical run mad. To them the great economic, legal, historical, financial, scientific and even literary subjects of the world are sealed books, save only as a few of them are imperfectly opened in individual cases during hours that ought to be spent in rest and sleep.

✓ If journalism is to maintain its place as the teacher of the largest class of pupils in christendom, the future working journalist—the bone and sinew of the trade—must not remain so handicapped as he now is. He must be broadened by knowledge, and deepened by research. He must create as well as chronicle.

I do not affirm that a college can graduate managing editors. No trade school graduates shop foremen. But I do affirm that if oral and written instruction can do as much for the future journalist as for the future professional man,—and a majority of the journalists interviewed declare it can—then the place to impart such instruction is in college, by a tutor especially adapted for the work, and not in the hurry of actual business, where experience proves that only the mechanism of the trade is acquired. One thing at least is certain. It is only through such reform as is here suggested that journalism can be raised from a trade, where it now is, to the dignity of the learned profession that it ought to be.

✓ Journalism is a new industry. It utilizes the best brains of the nation. Its rewards are fairly liberal, its work exacting, and both have a tendency to increase. Col. McClure declares journalists to be the greatest of our teachers. If that be true, then journalism has become, as medicine and law became long ago, of sufficient importance to demand special scholastic training. For such training, I believe, with Mr. Watterson, that no other city affords so many advantages as Philadelphia ; and last, but not least, I would like to see the honor of having been the first institution in the world to lend its scholastic advantages to journalism, belong to the Wharton School of the University of Pennsylvania.

THE FOLLOWING IS A LIST OF THE PAPERS READ
BEFORE THE ASSOCIATION.

Those Marked * out of Print. † Not Printed.

1871. *Compulsory Education.* By Lorin Blodget. *
- Arbitration as a Remedy for Strikes.* By Eckley B. Coxe. *
- The Revised Statutes of Pennsylvania.* By R. C. McMurtrie. *
- Local Taxation.* By Thomas Cochran. *
- Infant Mortality.* By Dr. J. S. Parry.
1872. *Statute Law and Common Law, and the Proposed Revision in Pennsylvania.* By E. Spencer Miller. †
- Apprenticeship.* By James S. Whitney.
- The Proposed Amendments to the Constitution of Pennsylvania.* By Francis Jordan.
- Vaccination.* By Dr. J. S. Parry. *
- The Census.* By Lorin Blodget. *
1873. *The Tax System of Pennsylvania.* By Cyrus Elder. *
- The Work of the Constitutional Convention.* By A. Sydney Biddle.
- What shall Philadelphia do with its Paupers?* By Dr. Isaac Ray.
- Proportional Representation.* By S. Dana Horton. *
- Statistics Relating to the Births, Deaths, Marriages, etc., in Philadelphia.* By John Stockton-Hough, M. D.
- On the Value of Real Scientific Research.* By Dr. Ruschenberger.
- On the Relative Influence of City and Country Life, on Morality, Health, Fecundity, Longevity and Mortality.* By John Stockton-Hough, M. D.
1874. *The Public School System of Philadelphia.* By James S. Whitney.
- The Utility of Government Geological Surveys.* Professor J. P. Lesley.
- The Law of Partnership.* By J. G. Rosengarten. *
- Methods of Valuation of Real Estate for Taxation.* By Thomas Cochran.
- The Merits of Cremation.* By Persifor Frazer, Jr.
- Outlines of Penology.* By Joseph R. Chandler.
1875. *Brain Disease and Modern Living.* By Dr. Isaac Ray. †
- Hygiene of the Eye, Considered with Reference to the Children in our Schools.* By Dr. F. D. Castle.
- The Relative Morals of City and Country.* By William S. Pierce.
- Silk Culture and Home Industry.* By Dr. Samuel Chamberlaine.
- Mind Reading, etc.* By Persifor Frazer, Jr.
- Legal Status of Married Women in Pennsylvania.* By N. D. Miller.
- The Revised Status of the United States.* By Lorin Blodget.
1876. *Training Nurses for the Sick.* By John H. Packard, M. D.
- The Advantages of the Co-operative Feature of Building Associations.* By Edmund Wrigley.
- The Operations of our Building Associations.* By Joseph I. Doran.
- Wisdom in Charity.* By Rev. Charles G. Ames. *
1877. *Free Coinage and a Self-Adjusting Ratio.* By Thomas Balch.
- Building Systems for Great Cities.* By Lorin Blodget.
- Metric System.* By Persifor Frazer, Jr.
1878. *Cause and Cure of Hard Times.* By R. J. Wright.
- House-Drainage and Sewerage.* By George E. Waring, Jr.
- A Plea for a State Board of Health.* By Benjamin Lee, M. D.
- The Germ Theory of Disease, and its Present Bearing upon Public and Personal Hygiene.* By Joseph G. Richardson, M. D.
1879. *Delusive Methods of Municipal Financiering.* By William F. Ford. †
- Technical Education.* By A. C. Rembaugh, M. D.
- The English Methods of Legislation Compared with the American.* By S. Sterne.

1879. *Thoughts on the Labor Question.* By Rev. D. O. Kellogg.
On the Isolation of Persons in Hospitals for the Insane. By Dr. Isaac Ray.
Notes on Reform Schools. By J. G. Rosengarten. *
1880. *Philadelphia Charity Organization.* By Rev. Wm. H. Hodge.
Public Schools in their Relations to the Community. By James S. Whitney.
Industrial and Decorative Art in Public Schools. By Charles G. Leland.
Penal and Reformatory Institutions. By J. G. Rosengarten.
1881. *Nominations for Public Office.* By Mayer Sulzberger.
Modelling for the Study of Human Character. By Edward A. Spring. †
1882. *Municipal Government.* By John C. Bullitt.
Result of Art Education in Schools. By Chas. G. Leland.
Apprenticeship at it Was and Is. By Addison B. Burk.
1883. *The American Aristocracy.* By Lincoln L. Eyre.
A Plea for a New City Hospital. By Thomas W. Barlow.
Some Practical Aims on School Hygiene. By Dr. Lincoln. †
The Pending School Problems. By Professor M. B. Snyder.
Municipal Government. By Wm. Righter Fisher.
Social Condition of the Industrial Classes. By Lorin Blodget.
1884. *Progress of Industrial Education.* By Phillip C. Garrett.
A Plea for Better Distribution. By Charles M. DuPuy.
Formation of Public Libraries in Philadelphia. By Lloyd P. Smith. †
Best Means of Regaining Health. By Dr. Walters. †
Milk Supplies of our Large Cities, etc., etc. By J. Cheston Morris, M. D.
1885. *Alcoholism.* By A. C. Rembaugh, M. D.
Sanitary Reforms in Large Cities. By Dr. Leffmann. †
Sanitary Influence of Forest Growth. Dr. J. M. Anders.
Outline of a Proposed School of Political and Social Science. By Edmund J. James, Ph. D.
1886. *The Organization of Local Boards of Health in Pennsylvania.* By Benj. Lee, A. M., M. D., Ph. D.
Manual Training a Valuable Feature in General Education. By C. M. Woodward, Ph. D.
The Gas Question in Philadelphia. By Edmund J. James, Ph. D.
Trade Dollars: The President's Power, etc., etc. By Dr. James C. Hallock.
The Balance of Power between Industrial and Intellectual Work. By Miss M. M. Cohen.
Wife Beating as a Crime, and its Relation to Taxation. By Hon. Robert Adams, Jr.
Defeat of Party Despotism. By Rev. Dr. Leonard W. Bacon. †
Land and Individualism. By Kemper Bocock. †
1887. *Chairs of Pedagogics in our Universities.* By Edmund J. James, Ph. D.
1888. *Journalists: Born or Made.* By Eugene M. Camp.



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